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ABSTRACT

The American Association of Community and Junior Colleges' (AACJC's) Beacon College Project requires a Beacon College to form a consortium with five to ten associate community colleges (CCs) for the purpose of furthering the recommendations of the AACJC Futures Commission report regarding the building of communities. In Oregon, Chemeketa Community College (CCC) is the Beacon College, and Blue Mountain CC, Clackamas CC, Lane CC, Mount Hood CC, and Rogue CC are the other members of the consortium. The colleges are focusing on ways to build partnerships with community agencies and employers to help high risk students succeed in education and the work force. The consortium meets quarterly to share practices that promote partnerships that ensure more comprehensive student assessment and assistance in goal planning, more seamless transitions between program components and agencies, more successful educational and job placement, better coordinated support services, and more effective tracking and reporting. This document consists of: (1) Dawn Marges's remarks at the AACJC 1991 convention regarding CCC's Beacon Project, which provide an overview of the project and brief descriptions of three successful CCC partnerships; (2) a list of eight steps involved in developing collaboration; (3) Winter 1991 and Spring 1991 issues of "Beacon Bulletin," a quarterly newsletter for faculty and staff working with high-risk students, highlighting challenges and promising practices; (4) a one-page description of the CCC Family Resource Center; and (5) a directory of programs and projects involving CCC and the other members of the consortium in collaboration with agencies or employers. For each college in the consortium, the directory lists the name of the project, its major purpose and activity, the contact person, telephone number, division/department, external partners, funding, end date, future plans, printed/video materials available, and target group (e.g., dislocated workers, minorities, corrections, homeless). (JMC)

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BUILDING PARTNERSHIPS WITH AGENCIES & EMPLOYERS TO HELP HIGH RISK STUDENTS SUCCEED

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THE AACJC / KELLOGG BEACON COLLEGES INITIATIVE

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed"
Chemeketa Community College, Salem, Oregon
Remarks by Dawn Marges, at the AACJC National Convention, Kansas City
April 16, 1991

Hello, I'm Dawn Marges, Director of the Child, Family and Work Department at Chemeketa Community College in Salem, Oregon. Chemeketa is the convening college for Oregon's Beacon project, "Building Partnerships with Employers and Agencies to Help High Risk Students Succeed." Our consortium colleges are Blue Mountain, Clackamas, Lane, Mt. Hood, and Rogue Valley Community College.

We see our students' needs becoming more diverse and intense; we see our colleges' resources continue to shrink and we see our communities experiencing economic and social peril. And we choose to give up our institutional egocentricity to work in the trenches together with our local partners to help high risk students recreate their own futures and thus our mutual future. In true Oregon fashion, our Beacon project model is one of coequal information sharing that helps us all move more rapidly from fragmented pockets of excellence toward institutional transformation on behalf of our changing student body.

Thanks to the AACJC/Kellogg Beacon College Initiative, our consortium meets quarterly to share practices that overcome barriers to successful partnerships; partnerships that give students more comprehensive assessment and goal planning, more seamless transitions between program components and agencies, more successful educational and job placement, better coordinated support services and effective tracking and reporting. Our meetings are very real, involving students, staff, local partners, site visits, lively discussion and problem-solving. We consult with each other between meetings. Our joint directory lists 113 local partnerships within the six colleges involving over 75 types of organizations. We just distributed 500 copies of our first quarterly Beacon Bulletin of ideas and contacts for colleagues in Oregon community colleges. We are developing a series of monographs on specific partnership issues, citing examples from our Beacon colleges. This summer we host a small conference for Beacon project directors across the nation, to be conducted by Dale Parnell in conjunction with the Futures Commission.

Partnerships can look great on paper and be very difficult in real life. However, a college that encourages and supports internal collaboration, honesty and lack of turfism will have managers and line staff already trained in essential skills for external collaboration. My own college lives this every day. ("T" - This is our gentle sign for "avoid turfism.")

We must be honest about the costs of collaboration: greater complexity, more time required, loss of comfortable structure, loss of role clarity and sole authority. We must be ready to absorb these losses in order to gain greater resources for students as well as to benefit from our partners' expertise and to increase our wisdom about our community.

We must respect differences in organizational culture and philosophy, providing opportunities for faculty and line staff as well as managers to develop relationships with their peers in

partner organizations. In many cases we develop job descriptions together with our partners, serve on joint screening committees, participate in joint training, co-house staff and problem-solve procedures together. No matter what managers do, it's at the staff level that partnerships succeed, or dissolve in organizational stereotypes, polarization and conflict. For example, joint planning with a specific student depends on shared perceptions of the situation. Becky was assessed by one local agency as unable to learn and was assigned to a monthly public
assistance check with no requirements. We reassessed her and found strong intelligence hampered by a major vision problem and lack of schooling. The Lions Club fixed the vision problem and Becky progressed rapidly in literacy classes. We felt very smug about our superior assessment until we accompanied Becky to a meeting with her caseworker where Becky slouched, mumbled her responses and asked nothing. Our partners really had seen and assessed a very different person, and all the assessments were correct for the situation. Now we practice joint staffing and planning, and joint sign-off on student goals and support services.

Collaboration is an ongoing developmental process based on relationships, shared goals, scrupulous communication and follow through separate from the timelines of a specific project. Because of these trust relationships, when Sally, a low income single parent student, needed front teeth in order to be employable, our Student Resource Center was quickly able to put together a plan that gave Sally a beautiful smile. It wasn't simple. Public assistance paid for remedial gum work, but teeth were not eligible. JTPA contributed because front teeth enhance success in job interviews. A local dentist donated labor and a student assistance fund set up by our President covered the difference. All the partners wanted Sally to have teeth and a job. None had resources to do it alone. All celebrated their part in launching Sally successfully into the labor force.

I want to briefly mention three examples that represent a range of successful Chemeketa partnerships:

Last Thursday was our fourth annual Job Information Fair which we co-sponsor with the City of Salem and a planning group of local employers and agencies to target employment particularly for women and minorities. Over 50 employers were present with current and future job openings. Together we also provided job search workshops, training opportunities and help with applications. The YWCA provided interpreters in Spanish, Russian, and Vietnamese. 1,400 students and community members attended, and the air was rich with hope and good will as the community came together to employ its own.

This fall we will open a Family Resource Center. Together with Headstart, the school district, the FSA JOBS program and private donations we will offer cooperative child care and parenting education for students and teen parents, a family literacy program and a 2+2 training site in Early Childhood Education. We could not do this without our partners.

Finally we are prime contractor for the FSA Jobs program in our three-county district. Over 20 local organizations plan with us to deliver services that help welfare clients gain confidence, direction, job skills and support leading to success in family wage employment. Instead of setting up a separate program, we mainstream JOBS-sponsored students into the student body on all five campuses. Our internal coordinating group includes every college division. In adding capacity and innovative services for JOBS-sponsored students throughout the college, we reduce stereotypes about welfare clients, provide another visible vehicle for Chemeketa's true commitment to disadvantaged students, and we develop systems that help transform the way we do business as we become a college for the 21st century.

Let's remember, after all, that a high risk student is one whose resources, inner or outer, don't match the demands of his or her educational program. We can change our colleges so that our systems are more responsive to student needs, and we can invite our community to join us to pool and coordinate resources that result not in a "hand-out" to students, but in a "hand up" that benefits us all. Thank you.

sld

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed"
The AACJC/Beacon Colleges Initiative
Chemeketa Community College, Salem, Oregon

DEVELOPING COLLABORATION

Collaboration begins by identifying organizations that may have a particular interest in solving the problem at hand. Whether formally or informally, these groups then interact on the following continuum:

- exchange information about the organizations and contact people
- consult with each other about possible solutions to the problem
- establish a joint referral process
- establish a means for joint planning and coordination
- establish concurrent cooperative services; possible co-location
- develop contracts for joint operating responsibility

Action Steps

1. Identify and remove barriers, real or imagined, to coordination:

   - discuss perceptions of each entity about others' ways of operating
   - identify each organization's mandates by law or rule
   - identify the target groups and specific services of each organization, what each has to offer
   - compare eligibility standards, both formal and informal priorities
   - identify areas where shared information can enhance coordination

2. Prepare and disseminate a comparative grid that inventories services of collaborating partners.

3. Implement effective use of a community resource and referral system:

   - adopt a single resource and referral system and data base
   - contribute funding and resources necessary for this system to be excellent
   - train staff on existence and use of data base

4. Establish at lease one staff in each organization to facilitate coordination and problem solving in-house and between partners. This person will gather data on problems and their solutions, train staff to understand collaborative agreements, and provide leadership toward policies and practices that are more integrated with partners. Organizations that do not practice teamwork in-house will find external collaboration more difficult. Each group must have a clear conception of its function and relationship to other groups, and all staff must understand these relationships.

5. Each organization should develop a community partnership strategy in writing, listing groups with which coordination is needed, and types of representation desired.

6. Each organization should establish a planned method for staff participation in community coordination, including a procedure for reporting back to the organization.

7. When coordinating on behalf of a particular individual, help that person learn how to build and access a support system independently. Be sure the individual knows the resources available in other organizations, how to get in touch and use the resource, why it is being suggested and what information needs to be shared. If staff will make the contact, be sure the individual knows about it.

8. In order to effectively solve a complex problem, the organizations involved often need to meet together at least once. Letters and telephone calls work best in simple situations or as follow-up to a meeting on a complex case. The meeting should result in group acceptance of the part each organization is to play.

A sample collaborative agreement is on the reverse side.

Model Inter-Organizational Agreement Form

State and local public and private organizations must work together to better assist individuals and families needing or requesting help. Each organization will act in partnership with others in arriving at common service plans when an individual or family needs or requests services from more than one organization and there is a need for joint planning.

Conditions of Agreement

1. Each organization will share information within the limits of its guidelines, laws and regulations regarding confidentiality. Participating organizations must have compatible standards of confidentiality.

2. The individual or family will be asked for prior consent for release of information, in writing for each participating organization meeting the first condition.

3. Family strengths, competencies, extended family resources and community based resources will be used to the maximum to lessen dependency on agency services.

4. The individual and/or family will be involved to identify and agree on problems, issues and desired outcomes.

5. Joint staff meetings may occur when a service provider sees a need based on:
   - identifying a family with multiple problems that requests, receives or requires services of several groups;
   - identification by the family or agency that services appear to be counterproductive, duplicative, confusing or contradictory.

6. Partners will develop consensus on a coordinated plan of action outlining the limits and responsibilities of the organizations involved.

7. Partners named herein will review effectiveness of coordination efforts in order to refine and improve services, at least quarterly.

8. Any specific statement of work shall be attached to and become part of this agreement.

9. The following information shall be attached to this agreement: Name of each participating organization; Authorized signature for the organization; and Date signed.

For further information contact: Dawn Marges, Director
Child, Family and Work Department
Chemeketa Community College
PO Box 14007
Salem, OR 97309-7070
(503) 399-5271

Beacon Bulletin, Winter 1991

A quarterly brief for faculty and staff working with high risk students, highlighting challenges and promising practices.

At the winter quarterly meeting of the Beacon College Consortium information was shared about assessment, tracking, and case management with high risk students.

Chemeketa (Sandy Nelson, 399-6075 is the contact person)

Chemeketa presented a packet of information from Life Skills, Counseling, ABE/GED, and ESL. The process of joint staffing was discussed. This is an integral feature of the Life Skills program. Sandy discussed the change from off-campus agencies as reluctant participants to comfortable partners; and the help that coming on campus was in allowing them to see the situation in a way that benefits students. Out of the joint staffing comes a signed off plan which identifies student goals and commitments made by each partner to actions they will take to support the outcome. The forms which facilitate this process were in the packet. Also discussed was the way Chemeketa has been able to determine the cost of slots in the Life Skills program and then be reimbursed by outside agencies wanting spots.

Clackamas (Barbara Allen, 657-6958 X599 is the contact person.)

Clackamas presented information gained from the research they have done in tracking students under a Title III grant. They have found that demographic variables are not predictive of a difficult or successful transition into community college. Level of resourcefulness is the more critical factor. This includes such things as family support, previous family experience in college, financial or emotional factors, as well as demands on the student. The two things that keep students in school are 1) an educational goal and 2) institutional identification, which usually begins with a bond with an individual staff person. In order to achieve these two critical factors Clackamas puts student phone numbers of the enrollment rosters in order to make it easy for instructors to follow up with students if they are missing from class. Clackamas also includes all program advisors in new student orientations to help

(over)

students identify with them, know how to get ahold of them, and sign off on registration forms. As more of the responsibility for advising students has shifted to instructors, they have reported liking more involvement with students. The advising/ goal setting process became meaningful. The tracking process involves rosters which are sent to instructors to indicate attendance and progress. Reports are sent to a staff person who has an investment in the student's success and will follow up. That seemed a more successful strategy than a general follow up by the counseling department. Instructors are seeing that they can make a difference with students by participating in the tracking process.

Mt. Hood (Stephanie Sussman, 256-3430 is the contact person)

Mt. Hood reported on the YESS program. A self-sufficiency plan which forms the basis for tracking was presented. The form is used for discussion between staff and the students. If the student is able, they fill out the form. Then, at subsequent meetings, progress toward goals can be evaluated, and barriers discussed. The Career Packet was also discussed. It provides a format for tracking individual progress toward employment readiness. Information on individual assessments, and the tracking/case management process was also presented.

Rogue (Judy Smith, 479-5541 is the contact person)

Rogue reported on the assessment process in their Skills Center which is one of three, state-wide, created from lottery funds. An extensive interview format is available. The interview can lead to social services if needed, or advocacy. Those students whose goals are clear continue into the appropriate program. There is staff support available to continue working with those whose goals are not clear or are not yet self-sufficient enough to move into a program.

Beacon Bulletin, Spring 1991

A quarterly brief for faculty and staff working with high risk students, highlighting challenges and promising practices.

Reflecting discussions held in conjunction with "Building Partnerships with Agencies and Employers to Help High Risk Student Succeed." An AACJC Beacon College Project Funded by the W.K. Kellogg Foundation. A collaborative effort of Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College. For further information about this project contact Dawn Marges, Project Director, Chemeketa Community College (399-5271).

The Spring Beacon Consortium meeting focused on job placement of high risk students. Mt. Hood Community College showcased their exemplary placement program.

Maywood Park Center Annex - Mt. Hood Community College
4510 NE 102nd, Portland, Oregon 97220

Dani Kelley (252-0758) Placement Supervisor, Steps to Success East
Wayne Werbel (252-0758) Program Coordinator, Dislocated Worker Project

Wayne and Dani presented information on placement of dislocated workers and Steps to Success (JOBS) students. Representatives from various agencies working with placement, such as AFS, PIC, the Employment Division, a labor representative, are housed in the same location by subcontracting for their services. This model is in contrast to those programs where students are sent off site to the Job Council, or the Employment Division to do their job search. It was acknowledged that even after a successful program students are likely to be lost when they leave the familiarity of their program surroundings to complete the placement process.

The importance of Job Clubs was discussed as follow-up to programs with both populations--JOBS and Dislocated Workers. The Job Club creates a comradarie and support base for students, and a structure to help them stay on track. The philosophy of the placement process is to keep motivation up so that students can find the job that is right for them--that if staff intervenes too far into the job search process a valuable component of the experience is lost for the participant.

Additional program activities presented include: Within the Dislocated Worker program thumbnail sketches of available clients are sent regularly to a list of 1,400 employers. This keeps the program in their mind as a resource. Job rallies are held by staff. They use a bank of phones to develop job leads. Prizes are awarded. Short term generic skill classes are offered. These are designed to give students current specialized skills which will give them a leg up in the application process. Topics such as communication in the workplace, vendor relations, customer service and technical support are offered. There are also ongoing skill classes with such focus as encouraging yourself or self talk in the Steps to Success program.

The Resource Room is the heart of the program. It is set up to bring into one setting those things that will facilitate and motivate job search. Newspapers from the Pacific Northwest, trade journals, employment division printouts, books with employment data, job search strategies, reverse directories of key people, files which give background information on area employers, as well as contain current applications; a notebook with hot leads, those job requests less than one week old; computers for typing resumes, cover letters; a bank of phones--one of which may be used for long distance; a FAX for sending applications out on a short timeline; stamps and envelopes; Tri-met Bus information; a message board for those needing a check-in place. Circulating through this room are up to 200 students. Also, job developers, community resource specialists, staff from the various agencies, staff from the Steps to Success or Dislocated Worker classes participants have completed, are housed there. All are intent on helping students be successful. Covering the walls are photos of those students who have found work.

(see other side)

Necessary Components of Successful Placement Programs for High Risk Students identified in discussion among meeting participants:

- Viewing the client (student) wholistically
- Understanding barrier removal
- Being capable of inspiring trust in the client (student)
- A staff focus on encouraging the participant's motivation for job searching rather than staff doing the job searching
- Availability of basic information: newspaper, library, file on local companies, etc.
- An ability to disseminate information--phones, FAX, stamps/envelopes
- Coaches--technical assistance
- Employee contacts: on-going developmental contact with potential employers; an advisory board (Career Advancement Team); thumbnail sketches sent regularly to area employers.
- Having clients (students) bring in job leads even if they are not appropriate for them--because it contributes to sense that jobs are out there; it gives clients a sense of control, and of being able to make a contribution.
- Regularly required support groups which provide structure, place to share leads, networking
- Job development by staff and clients
- Customized training--generic transferable skills
- Meeting ongoing learning needs as they look for work or begin to work, follow up contact, Saturday classes, e.g., "How to Deal with Difficult People," "Financial Planning," etc.
- Taped mock interviews which clients can review alone or with the group for feedback.

Successful Strategies in Placement with High Risk Students identified in discussion among meeting participants:

- Hiring the right staff is a key part of a strong program: People who have a passion for the work, really care about people, are able to form one on one relationships, and come from different but compatible perspectives, who are interested in growing personally and in their work skill. A strong staff also demands strong supervision--able to lay out clear expectations and use mentoring and work plans to achieve that end, and to dismiss a staff member when the fit with the program just won't work.

- Staff that is not segregated from students by office structure, or personality, but able to and willing to be available formally in classroom settings or informally in the resource center.

- Trust is a key in successful placement experiences. Students are bonded to the people and program they've been in. House the outside agency people on campus. An issue that may arise in doing this is the bonding that occurs between the agency staff person and the program and program staff. They may need to be encouraged or reminded of the importance of continuing to meet their agency expectations (meetings, reports, etc.) in order to not jeopardize the partnership.

- Continuity - a process that gives the student a case manager, connects them to consistent people, that gives them a place to return to, or check in, that follows through with them until they feel they've accomplished their goal.

- Double ladder conceptualization of goals in working with students through the placement process. It is helpful to acknowledge the two parallel ladders they are climbing--the first is to meet their more immediate needs-the second is to meet their long term dreams. It helps to keep their motivation going to realize that they may make short term decisions that they wouldn't want to stick with forever, e.g., a certain job, but that it may resolve immediate needs and will not stop them from continuing to climb the second ladder.

- Students (clients) who don't get close to a job in 60 days are red-flagged by placement staff. Staff meets three times per week and will discuss barriers red flagged people may be experiencing and plan ways to remove them. The client's case manager may seek information from employers who have interviewed the person, and use that information to coach the person on their performance. This forum also allows staff to be honest about people they're having difficulty working with, to suggest why that may be happening and who might work better with that person.

CHEMEKETA
COMMUNITY COLLEGE

4000 LANCASTER DRIVE NE
PO BOX 14007
SALEM, OREGON 97309-7070
503 399-5000

Chemeketa Family Resource Center

The Family Resource Center is a partnership between Chemeketa Community College, Oregon Adult and Family Services Division, Salem-Keizer Schools and Head Start. The Gannett Foundation is underwriting a major portion of building renovation and start-up costs.

Services available through the Family Resource Center include:

- Full-day child care for infants, toddlers and preschoolers as well as short-term care for infants through eleven year-olds. The child care program will serve about 160 families, 75% of whom are low-income families or teenage parents attending school on-site.
- Parenting education, both credit and non-credit, by participating as a child care co-op member, or by enrolling in a variety of seminars or courses, many designed for parent and child to attend together
- Family literacy education for co-oping parents, including teens
- Work experience for teen parents and other students
- Comprehensive Head Start services for eligible families
- Early Childhood Education courses and practicum experiences targeted to expand the McKay High School/Chemeketa 2+2 program, provide access to inservice training for Head Start staff seeking the national Child Development Associate credential, and increase training opportunities for Chemeketa students enrolled in Early Childhood Education.
- A variety of classes that promote personal development, goal setting, vocational skills and balancing work, school and family.
- A central resource office where families can browse through books or talk with teachers and other parents.

Staff of collaborating partner agencies will be co-housed, encouraging further coordination and development of joint services as well as effective use of limited resources.

Building Partnerships with Agencies and Employers to Help High-Risk Students Succeed

An AACJC Beacon College Project Funded by the W. K. Kellogg Foundation

A collaborative effort of:
Blue Mountain Community College, Chemeketa Community College,
Clackamas Community College, Lane Community College, Mt. Hood Community College, Rogue Community College

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Introduction

The Beacon College Project relates directly to the recommendations of the AACJC Futures Commission report, Building Communities: A Vision For a New Century. With generous funding from the W.K. Kellogg Foundation, this AACJC project will help community, technical, and junior colleges across the country to implement many of the recommendations through exemplary programs or services.

The Beacon College concept requires the Beacon College to form a consortium with five to ten (or more) Associate Colleges. In its leadership role, the Beacon College will have:

1) Developed an exemplary program or service related to recommendations in Building Communities that it will assist the Associate Colleges to implement; or

2) Completed all of the necessary steps for a substantive strategic plan toward an exemplary program or service related to the recommendations of the AACJC Futures Commission that the Beacon College and the Associate Colleges will implement collectively in a closely coordinated consortium.

In either case, the basic intention is to assist AACJC member colleges to implement Building Communities recommendations using exemplary programs and services resulting in a multiplier effect via the consortium.

In Oregon, Chemeketa Community is the Beacon College. Working in association with Blue Mountain Community College, Clackamas Community College, Lane Community College, Mount Hood Community College, and Rogue Community College, the focus on Building Partnerships with Agencies and Employers to Help High Risk Students Succeed is reaching beyond the individual college to build community.

In this Directory you will find college by college listings of programs or projects which are the result of collaboration with agencies or employers. The Partnerships vary from very well defined and long standing to emerging and not completely defined. Contact persons for each program are listed and can supply additional information. This is the first printing of this directory. Throughout the course of the grant information will be added and updated.

Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Family Support Act	Provide instruction in basic skills and life skills for AFS clients.	Wendy Samitore, AFS Coordinator	276-1260, ext. 354	Basic Skills	AFS, JTPA, Employment	AFS, $350,000	6/30/91	Continue		1
Baker Alt. HS Program	High school completion for at risk youth.	Patricia Amaberry	276-1260, ext. 218	Basic Skills	Baker County, ESD, JTPA	ESD, JTPA, BMCC	N/A	Continue		9
Teen Parent Child Care Center	Provide child care for teen parents who are attempting to return to school.	Karen Graybeal, Child Care Coordinator	276-1260, ext. 230	Child Care Resource & Referral	CSD, CAPECO, ECOAC, School District, Headstart, AFS, Kid's World	AFS payments, Foundations, Grants	N/A	Expand infant slots as need is seen	N/A	9

Codes for Interest Areas:

1. AFS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age; Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults

Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Child Care Resource & Referral	Assist student in securing quality, stable child care.	Karen Graybeal, Child Care Coordinator	276-1260, ext. 230	Child Care Resource & Referral	ECOAC, Great Start	.5FTE grant	N/A	Expand level of training for CC providers; Provide enhanced services for employers	Brochure on choosing quality child care	1, 4, 7, 9
T.A.L.N.--Technical Assistance for Life Needs	Assistive devices on the computer for handicapped people.	Cynthia Hilden, Special Services Provider	276-1260, ext. 219	Basic Skills	ESD, Department of Vocational Rehabilitation, Oregon Department of Education	Federal	1994	Continue		3
ESL	Improving English skills for second language students.	Patricia Amsberry, Director, Basic Skills	276-1260, ext. 218	Basic Skills	JR Simplot Company	Simplot, BMCC	N/A	Continue		8

Codes for Interest Areas:

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"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
2+2	Design curriculum. Task analysis/inventory.	Larry O'Rourke	276-1260, ext. 293	Assoc. Dean of Instruction	Businesses or industries needing training or skill development	Blue Mountain Community College, ESD, OEDD (Workforce funds)	N/A	Continue as needed		
State Accredited Fire Service Programs	Prepare qualified firefighters.	Bill Fenton	276-1260, ext. 288	Continuing Education	State Fire Marshal's Office, city or county fire service	Tuition Department training money	N/A	Ongoing		
C.W.E.	Earn college credit for work experience related to occupational goal.	Jerry DeMots Duane DeGroft	276-1260, ext. 306 276-1260, ext. 327		Businesses in various technical areas	Tuition, some paid positions	N/A	Continue		

Codes for Interest Areas:

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11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults

Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Targeted Training	To write training units of instruction for Continental Mills.	Dale Wendt, Instructor/Tech Ag.	276-1260, ext. 326	Ag.	Continental Mills, OEDD	Targeted Training, OEDD	1/31/91	More projects		
Basic Skills Education	Provide ABE, ESL, GED prep. and high school completion.	Ellsworth Mayer, Dean of Planning and Academic Services	276-1260, ext. 243		Department of Corrections, BMCC, Office of Community College Services	Department of Corrections	N/A	Continue		11

Codes for Interest Areas:

1. AFS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age; Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults

Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Workplace Basics/NORDIC	On-site ESL Classes	Mark Terpin, Associate Director	399-5213	Developmental Education	NORDIC	NORDIC pays instructor cost	N/A			7,8,13
Homeless Literacy	Provide literacy services, on-site, at shelters-- Salvation Army, Devereaux Apartments, SOS Shelter	Debra Gaul, Volunteer Tutor Coordinator	399-2557	Developmental Education	Salvation Army Devereaux Apartments, SOS Shelter	ABE Grant; State Homeless Grant	State grant ends on 6/91	Expansion to more sites, secure other funding		14
2+2	Helps students begin college vocational program while still in high school. Students receive college credits for high school courses which are duplicates of competencies taught at Chemeketa.	Marilyn Conner and Janine Moothart	399-5170 399-5239	Regional Vocational Education Coordinator	Local High Schools and Teen Parent Program	.5 position and coordination costs, promotional materials, and teacher inservice (approximately $42,000 per year)	N/A	Centralize	Brochure and implementation notebook	9

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11. Corrections
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13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults

Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Marion, Polk, Yamhill Literacy Coalition	Assists with delivery of Literacy Services for Tri-county area.	Virginia Patton, Chair	399-2558	Developmental Education	Salem Literacy Council; Marion, Polk, Yamhill Libraries; Corrections	Grants Donations	N/A	Inclusion of more Business Industry Reps.	Brochure	15
Summer Youth Project	Provides basic skill enhancement and on-the-job experiences for out-of-school youths age 16-21.	Mark Terpin, Associate Director	399-5213	Developmental Education	Mid Willamette Jobs Council (JTPA)	MWJC Funding	N/A	Continue at present level	Flyer	9
Age Appropriate Environment	Provides holistic (cognitive, affective, psychomotor) instruction to age 16-21 MR/DD students.	Ben Arthur, Coordinator	399-3101	Developmental Education	Salem-Keizer School District	Salem-Keizer provides instructional staff	N/A	Secure permanent location		3

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Workplace Basics/Blue Heron	On-site ESL classes	Mark Terpin, Associate Director	399-5213	Developmental Education	Blue Heron	Grant funded	N/A	Provide services per need		7,8,13
Workplace Basics/Sandy Oak Mushroom Plant	Needs Audit; on-site Basic Skill classes	Mark Terpin, Associate Director	399-5213	Developmental Education	Sandy Oak Mushroom Plant, Mt. Angel Seminary	Industry supported	N/A	Provide services per need		7,8,13
Workplace Basics/Willamette Industries	Specialized ESL; Basic Skills	Mark Terpin, Associate Director	399-5213	Developmental Education/ Extended Learning	Willamette Industries	Industry supported	N/A	Provide services per need		7,8,13

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Marion County Mental Health Discover Success Class	Provide specialized Discover Success Class for MCMH clients to support their success in college.	Mike Courtney, MCMH Counselor	399-5136	Developmental Education	MCMH	MCMH funds instructor	N/A	Expand offerings		3
Workplace Basics/Siltec	Specialized workplace math instruction.	Mark Terpin, Associate Director	399-5123	Developmental Education	Siltec	Siltec picks up all instructional and curriculum development costs	N/A			13
Nueva Ley	Assistance with INS, IRCA requirements	Ed Salgado, Instructional Assistant	399-3902	Developmental Education	INS, YWCA	Federal reimbursement system	Ongoing	Dependent on new immigration laws	Information sheets	7,8

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Even Start	A Family Literacy Program designed to assist adults without a high school diploma or GED and their 3 or 4 year old child.	Virginia Tardeweather, Instructor, ABE/GED Cindy Nelson, Instructor, ECE	399-3074 or 399-2641 399-3074 or 399-2641	Developmental Education Early Childhood Education	Salem-Keizer School District 24J	Federal Grant Funds 2.0 FTE positions	9/93	Consider ongoing partnership with school district for ABE/GED	Brochure, Kenan Trust Promotional Video on Even Start, CCC video, on site activities	6
New Chance	Assists teen parents without a high school diploma or GED	Mona West, Instructor	585-2888	Developmental Education	Salem-Keizer School District 24J YWCA	PT hourly grant funds	6/92	More coordination of services by partners	Flyer	9
Salem Downtown Learning Center	Provides instruction in basic skills with employment focus; cooperative work experience for youth; GED preparation; career/or counseling.	Peggy Fisher, Coordinator	399-3496	Developmental Education	Salem-Keizer Schools, Mid-Willamette Jobs Council, City of Salem, State Employment Division	2.0 FTE general fund CCC + 24J, 3.0 FTE grant funds; Jobs Council	N/A	Expansion of services; new location	Brochure, also highlighted in state ABE brochure	11, 2, 4, 9

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Cascade Project	Provides career development workshops, workplace basics and technical skills to employees.	John Clyde	399-5120	Student Services & TED Center, Math/Science Department, Dev. Ed. Department	Cascade Steel Rolling Mills	Cost for services rendered	Spring '91		"Update" papers"	13
Yamhill County Cooperative Learning Center	Provides instruction in basic skill with employment focus; GED preparation, Alternative High School.	Verna Vancalcar, Instructor/ Coordinator	472-7942	Extended Learning and Developmental Education	Yamhill ESD, Jobs Council, Yamhill Community Action Program, Yamhill AFS, Chemeketa, Yamhill School Districts, Employment Division, Region III Coop. Voc. Tech. Steering Committee, Yamhill Youth Services	Workforce 2000 State Grant $200,000 + in kind match	6/91	Secure funding for continuation, expand services	Brochure	1,2,4,9
Alternative High School	Provides a structured behavior managed educational program for 16-21 year old students at risk.	Tim Rogers, Program Chair	399-5115	Developmental Education and Extended Learning	Salem-Keizer SD Woodburn SD Central SD Gervais SD Cascade SD Stayton SD Silverton SD North Marion SD Mt. Angel SD	College General Fund and Basic School support from school districts in 3 counties	N/A	Expansion of offerings; new facility; addition of teen parent component	Information sheets	9

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Life Skills for Independence	Helps participants move toward economic self-sufficiency through collaborative education, training and job search services, using mainstream model. Includes comprehensive social services.	Sandy Nelson, Coordinator, New Workforce	399-6075	Child, Family and Work	Active partnership with 12 organizations	ODE Perkins $50,000, General Fund, Donations, Coordinated Community Resources	8/31/91	Refine and continue	Brochures, Annual reports, Annual evaluations, Annual proposals, Advisory committee list	1, 2, 3, 4, 7, 8, 10, 11, 12, 13, 15
JOBS for Oregon's Futures	(read above description)	Ellen Levine, Coordinator, JOBS	399-3924	CFW	OEDD AFS MWJC (JTPA) State Employment, Voc. Rehab., School District	OEDD Contract $1,392 million	6/30/91	Refine and continue	Abstract information packet, Coordination agreement, Statement of work	1
Collaborating to Employ Displaced Homemakers	Develop, implement and evaluate placement strategies, including World of Work Seminars, Exploratory CWE, Employment Planning, Natural Helpers, Hiring Seminars for Employers, Inter-agency Agreement and more.	Sandy Nelson, Coordinator, New Workforce	399-6075	CFW	17 partners, Business, social services, education, government	JTPA $95,000	6/30/90	Integrate	Handbook Annual Reports Evaluation	2, 3, 4, 7, 12, 15

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
New Beginnings Program	Provides paid work experience for six months to Life Skills completers escaping family violence; includes on-the-job mentor and release time for support group.	Sandy Nelson, Coordinator, New Workforce	399-6075	CFW Department	Marion County	Marion County	Continue	Continue		4
Electronics Pre-Tech Program/Advising	To offer personalized advising to students who wish to enter the electronics program but lack the reading, writing and/or computing skills to do so. This advising hopefully results in these students upgrading their skills and then entering the electronics program	Lucy McDonald Gary Boyington	399-5242 399-5218	Math/Science, Electronics		General fund	Continue	Continue		2,4,5
Industrial Skills Training	To train entry level workers for the manufactured housing industry (10 week training).	Ron Jantzi Jim Lynch	399-5210 981-4151	Trades and Technology	JTPA, Industry	General fund, JTPA, Industry Support	Continue	Continue		1,2,7

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Cooperative Work Experience/Placement Services	High risk students' needs are identified as part of their participation in mainstream program services, and in staff participation in special projects such as Life Skills. More intense personalized services are provided on an individualized basis. No services provided exclusively for high-risk students.	Ray Phipps, Director	399-5026	CWE/Placement	Employers, Graduates	General Fund	N/A	Continue at present level	Brochure	any student
Professional Skills Training Program (20-25/term)	Monitoring by the college of injured workers placed in full-time training plans with community employers by private rehabilitation agencies.	Jim Wall, Coordinator	399-5026	CWE Department	Employers, Rehabilitation agencies	.50 FTE General Fund and fees for monitoring, paid by workers comp carriers	N/A	Maintain current level	Procedure manual for Vocational Counselor	2, 3, 13
Oregon Child Care Supplement Grant Program	Pilot project to fund and find child care for 50 financial aid eligible students and determine effect on success. Includes control group.	Sandy Nelson, Coordinator, New Workforce	399-6075	5 departments; CFW, ECE, Parent Co-op, Financial Aid, Student Life	Oregon Scholarship Commission, Child Care Information Service	Oregon Scholarship Commission $100,000	6/91	Advocate for continuation and expansion (not included in Governor's budget)	Forms and procedures	Any financial aid-eligible student

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Classes at the Salem Senior Center	To assist in maintenance of health, independence, income, self-esteem, academic growth, planning for the last third of their lives.	Joan Galbraith Donna Shewey or Debra Craiger	399-5135 588-6303	Older Adults Program in Extended Learning Department	City of Salem	State reimbursed for classes, tuitions, City funds and in-kind	N/A	Expand and update	College schedules, brochures, and Senior Bulletin	12
"Healthy Pursuits" Health Series	Primary health service providers share information re: common problems of older adults - goal: prevention.	Susan Gleason Denny Schreider	399-5135 370-5986	Older Adults Program in Extended Learning Department	Salem Hospital with Volunteer presenters	N/A	N/A	Expand and continue	Brochures and college schedule	12
Womens' Finance Series	Enable older women to successfully manage and understand personal finances.	Susan Gleason YWCA Director	399-5135 581-9922	Older Adults Program in Extended Learning Department	YWCA and AARP	AARP and local private sponsors	N/A	Continue	Brochure, AARP materials and resource book	12

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
"Managing Your Financial Future"	Help seniors manage their conservative incomes.	Joan Galbraith M. Kay Howell	399-5135 769-3500	Older Adults Program in Extended Learning Department	Security Pacific Bank	Partner funded totally	N/A	Continue	Book and materials provided by Security Bank	12
Classes - a wide variety	Maintain health, independence, self-esteem, academic growth and income as they plan for the last third of their lives	Susan Gleason Various	399-5135	Older Adults Program in Extended Learning Department	45-50 different nursing homes, retirement centers, churches, schools, businesses, galleries, and senior centers in the Salem area and throughout the three counties	By State reimbursement for classes, by tuition, with in-kind or actual dollars from partners	N/A	Continue	Brochures, flyers, Chemeketa schedule	12
Volunteer coordinator training	Training of volunteer coordinators	Susan Gleason Elaine Yandle-Roth	399-5135	Older Adults Program in Extended Learning Department	Oregon Generations together and Oregon Department of Education	State funds	6/91	?	Lesson materials	12

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Video Conference on Alzheimer's	Bring a National presentation on Senior issues to Oregon	Joan Galbraith Lisa Jaffe	399-5135 (415) 882-2910	Older Adults Program in Extended Learning Department	National Conference on Aging	National Conference on Aging with local tuition	Nov 1991	?	Packet and video conference	12
College Assistance Migrant Program (CAMP)	Provide successful college experience for first-time college enrolled migrants.	Francisco Garcia, Counselor	399-5120	Counseling, Developmental Education	OSU	Federal grant, in-kind college general fund	6/91	Continuation if grant is extended; add more specific classes to curriculum		7
Technology Access for Life Needs (TALN)	Information resource and training on specialized/adaptive equipment for use by disabled people and/or their employers.	Becky Johnen, Associate Dean Linda Cochrane, Director	399-2556 399-5105	Developmental Education Learning Resource Center	Division of Vocational Rehabilitation	Voc. Rehab. funded	6/93	Determine how to have local agencies continue	Database and informational flyers to be developed	3

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
DISCOVER, CIS, Micro-Skills, MESA	Computerized assessment instruments to help individuals in career decision making processes.	Counseling Center	399-5120	Advising and Counseling Services	Voc. Rehab., AFS, etc.	College/ Department general fund, Agency Contracts	N/A	Expand availability of MESA	Information flyer	All codes
Academic, Personal, Career Advising/Counseling	One-to-one assistance for persons needing help. Qualified and certificated counselors provide the service.	Counseling Center	399-5120	Advising and Counseling Services	Voc. Rehab., AFS, etc.	College and department general budget; some counselors funded through AFS New Jobs Contract	N/A	Increase availability and access hours to include more evening time.	Information flyer	All codes
Diagnostic Assessment and Testing	Assessment to help determine and identify learning problems.	Nancy Archer	399-5120	Advising and Counseling Services	Voc. Rehab., AFS, etc.	College and department general fund budget, contracts	N/A	Limit assessment to enrolled students- assessment for non-students on a fee basis	N/A	3

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Oregon Department of Corrections	To provide educational opportunities and services to incarcerated students.	Gayle Gassner, Director, Corrections Education	399-5139	Extended Learning	Oregon Department of Corrections, Office of Community College Services, Correctional Treatment Services, Western Oregon State College	Out-of-district contract	N/A	Expand and integrate ABE/GED, ESL and all vocational	N/A	11
Federal Bureau of Prisons	To provide educational opportunities and services to incarcerated students.	Gayle Gassner, Director, Corrections Education	399-5139	Extended Learning	Federal Bureau of Prisons	Pell grants, Federal Bureau of Prisons contribution	N/A	Expand and integrate vocational and academic	N/A	11
Marion County Community Corrections	Provide educational and recreational opportunities to incarcerated students.	Gayle Gassner, Director, Corrections Education	399-5139	Extended Learning	OCCS, Marion County Community Corrections, Office of Community College Services	Contract	N/A			11

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College--Woodburn Center

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
ESL Classes on-site Klupenger Nursery	Helps nursery employees learn english.	Linda Lais, Instructor	399-5207	CCC, Woodburn Center	Klupenger Nursery	Self-supported	2/6/91	Pending	N/A	8
DMV Class, nonnative speakers	Go over Oregon driving manual in Spanish; laws, etc.	C. Barrens	399-5207	CCC, Woodburn Center	DMV	Chemeketa/WB budget	3/12/91	To put on self-support	N/A	7
Early Childhood Education classes (bilingual)	Early Childhood teacher education credit courses for Spanish language settings	Lori Campbell, Coordinator Linda Craven, Instructor	399-3915 399-5101	Child, Family, and Work Department	Migrant and Indian Coalition; Migrant Headstart	self-supported	6/91	continue and expand		6, 7, 8, 13

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11. Corrections
12. Seniors, Older Workers
13. Current Workforce Update
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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Clackamas Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Precision Manufacturing Project	Upgrade machine operators to use of CNC controlled machines	Don Gerel, Precision Manufacturing Project Coordinator	657-6958 ext. 609	Industrial Division	Oregon Precision Metal Fabricators Association	Federal Demonstration Grant	6/30/91	Continue with Industry Support	Brochure and Video	1,2,7
Mentoring Project	Helps bridge gap for males coming from Parrott Creek to educational programs.	Kit Youngren, Assistant Dean of Instruction	657-6958 extension 430	Industrial Division	Parrott Creek Ranch	Carl Perkins Incarcerated funds $2,500	6/30/91	Contingent on new allocation	None	9,11
AFS Short Term Training	To provide entry level skills combined with extended basic skills applications.	Glenn Ferns, Department Chair	657-6958 extension 583	Industrial Division	AFS ETBS	Welfare Reform	8/1/91	Contingent on new allocation	None	1,2,4,7,11

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Vocational Options Program	Pre-employment job training	Mike Watkins, Instructor	655-8220	Alternative Programs Department	County High Schools, ETBS, Mental Health	Contracts, General Fund	N/A	Maintain	Brochures Videotape	9,10
Young Parent Opportunity Program	Provides education (GED, HS credit), parent education, life skills, pre-employment training, transportation, on-site child care to 15-19 year old teen parents	Rene Rathbum, Department Chair	657-6958 extension 622	Alternative Programs Department	Mt. Hood Council of Campfire, AFS, ETBS, County high schools	Grants: Great Start, AFS, Voc. Ed., General Fund	6/30/91	Expand Integrate with CCC's Family Resource	Brochure	1,9,10
High School Credit Make-up Classes	Make-up credit classes for students deficient in credits enrolled in local high schools	Rene Rathbum, Department Chair	657-6958 extension 622	Alternative Programs Department	County High Schools	Student fees, General Fund	N/A	Maintain	Brochure and Forms	9

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Adult High School Diploma	Enables students to earn a high school diploma by enabling them to transfer credits from former high schools and demonstrate competence in 6 subject matter areas.	Carol Evans, Instructor, Adult High School diploma program	657-6958 extension 314	Learning Center Department	Local High School and State Board of Education	CCC general fund	N/A	Continue	Brochure	9
Targeted Learning Center	Provides basic skills, GED, pre-employment training, life skills to adults, 18/over	Mary Craven, Coordinator	657-6958 extension 470	Alternative Programs Department	AFS ETBS, Voc. Rehab., Mental Health, Individual Employers	Contracts, fees, general fund	N/A	Maintain	Brochures	1,2,4,6
Tri-City Alternative Program	Provides basic skills, GED, high school credits, pre-employment training, service 15-19 year olds in open entry/exit lab setting	Rene Rathbun, Department Chair	657-6958 extension 622	Alternative Programs Department	County High Schools, ETBS, Mental Health	Basic School Support, Fees, Contracts, General Fund	N/A	Maintain	Brochures Video Tape	9,10

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Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
English As A Second Language	Enables non-native speakers to learn English and become acquainted with cultural realities	Molly Williams, Instructor, English As A Second Language	657-6958 extension 596	Learning Center Department	Local churches Health Dept. Employment Services Dept. Oregon Assoc. of Nurseries Health & Human Services	CCC general fund and SLIAG Grant	N/A	Continue and possible expand the program	Brochures in both Spanish and English	8,7
Peer Tutoring	Gives one-on-one help to students who experience difficulty in college classes and are at risk of not succeeding.	Judy Peabody, Tutor Coordinator	657-6958 extension 200	Learning Center Department	N/A	CCC general fund and Carl Perkins Grant	N/A	Continue	Brochure and Flyers	None listed
GED/ABE	Enables students to receive high school equivalency certificates by providing individualized open-entry open-exit classes in five general knowledge areas.	Cyndi Andrews, Department Chair, Learning Center Department	657-6958 extension 417	Division of Business and Human Services & Learning Resource Center	N/A	CCC general fund and Federal Department of Education grant	N/A	Move more of the instruction off campus	Brochure and Flyers	9

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Clackamas Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Life and Career Options	Reduces the substantive and affective barriers to economic self-sufficiency experienced by displaced homemakers and single parents by providing education.	Carolyn Knutson, Department Chair, Family & Human Services Department	657-6958 extension 240	Division of Business & Human Services and Learning Resource Center	Coordinate with AFS, ETBS, and several county social service agencies. Contact several local employees.	CCC general fund and Carl Perkins Grant	N/A	Retain: integrate with AFS/Family Support Act program	Brochure & quarterly flyer	4
High Technology Center for the Disabled	Provides adapted computer technology for disabled students. Allows eligible students to overcome barriers by enabling them to "see the screen" and "use the keyboard" of specially adaptive computers.	Carolyn Cate, Instructor, High Tech. Center for the Disabled	657-6958 extension 300	Learning Center Department	Vocational Rehabilitation Department referrals from a variety of county agencies	CCC general fund; Vocational Rehabilitation Department Grant	N/AA	Expand number of work stations and types of technology	Brochure and forms	3
English As A Second Language Family Literacy	Encourage Literacy among Hispanic women and children by teaching them jointly.	Molly Williams, Instructor, English As A Second Language	657-6958 extension 596	Learning Center Department	Health Department; Employment Services Dept., Oregon Assoc. of Nurseries, Health & Human Services	CCC general fund and SLIAG Grant	N/A	Continue and possible expand the program.	Flyer and newspaper article	6,7,8

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Lane Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Dislocated Worker Program	Provides laid-off wood products workers with Career Life Planning Workshop and funds for retraining programs.	Patti Basconcillo, Dept. Chair	726-2223	Training & Development	Southern Willamette Private Industry Council, Oregon State Employment Division	Job Training Partnership Act and Department of Labor - approx. $1 million	N/A	Request Department of Labor funding as necessary	None	2
New Jobs Welfare Reform	Provides Life Skills, ABE/GED, Workplace Basics, Intro. to Computers and Job Search assistance to Welfare recipients (teen parents and adults) at Emerald Job Center, Cottage Grove and Florence.	Patti Basconcillo, Dept. Chair	726-2223	Training & Development	Southern Willamette Private Industry Council, Adult & Family Services, Oregon State Employment Division, Catholic Community Services	Adult & Family Services--New Jobs, approx. $600,000	N/A	Depends on legislature	None	1,9
Short-Term Vocational Training	Provides six to nine months of training in simulated work environments. Includes skill training, basic education, workplace basics, and placement.	Patti Basconcillo, Dept. Chair	726-2223	Training & Development	Southern Willamette Private Industry Council, individual employers for Cooperative Work Experience	Job Training Partnership Act, $400,000	N/A	Depends on local labor market	None	1,4

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Lane Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Transitions to Success/Displaced Homemakers Single Parent Program	Assists displaced homemakers and single parents through access to education and training. Six credit life/career planning class; support and resource groups; funds for child care, transportation tuition; follow up.	Charleen Maclear, Program Coordinator	747-4501, ext. 2840	Women's Program		Perkins funds/ college general fund/Voc.Ed., Disadvantaged	N/A	Increase general fund support. Increase number of women served.	Brochure; forms; evaluation	
Women's Center	Provide information, support, resources, and referral. Entry and retention services.	Izetta Hunter, Women's Center Coordinator	747-4501, ext. 2298	Women's Program		College general fund	N/A	Maintain services. Extend hours to be open in summer.	Brochure	
Youth Basic Skills	Provides GED instruction to at-risk youth involved in Job Corps	Patti Basconcillo, Department Chair	726-2223	Training and Development	Southern Willamette Private Industry Council, Looking Glass Job Center	Job Training Partnership Act, $20,000	N/A	Will continue as long as needed	None	9

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Name of College: Lane Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Welfare Reform-Emerald Job Center, Florence and Cottage Grove Satellite sites	Make people aware of potential for entering and continued employment. Identifying skills and delivering basic education for obtaining GED.	Patricia Basconcillo, Department Chair Elaine Walters, Emerald Job Center Director	726-2223 687-3826	Training and Development	Southern Willamette Private Industry Council, Adult and Family Services	State of Oregon Family Support Act, funding $1.5 million	N/A	Expand vocational training opportunities	Brochures	1
ESL for Homeless	Provides ESL to Spanish-speaking homeless persons. Includes work-related subject matter as well as regular ESL.	Patti Basconcillo, Dept. Chair	726-2223	Training & Development	Southern Willamette Private Industry Council, Chicano Affairs, St. Vincent de Paul	Stewart B. McKinney, $14,000	N/A	Apply for funding for 91-93 biennium	None	8
Substance Abuse Prevention	Assist students in identifying substance abuse issues and in removing these barriers to success.	Harvey Bond, Substance Abuse Prevention Coordinator	747-4501 extension 2179	Student Health	University of Oregon, Serenity Lane	1.0 FTE general fund	Ongoing	Expand	Brochures	10

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TALN Project	Provide assistance for disabled individuals in selecting and utilizing appropriate assistive technology.	Sandra Ing, Director, Specialized Student Services	747-4501, ext. 2665	Student Health Services	Vocational Rehabilitation Local agencies serving the disabled	1.25 FTE grant funding	1993	Integrate into community/s identify ongoing funding	Limited at this time	3
Dislocated Worker Program	Assist workers, primarily from timber industry, in discovering new vocational goals and obtaining retraining for new skills.	Patricia Basconcillo, Dept. Chair Ellen Palmer, DWP Coordinator	726-2223	Training & Development	Southern Willamette Private Industry Council	JTPA Department of Labor, U.S. Government; $700,000	N/A	Serve more dislocated workers	Brochures, videos	2
Student Health	Assists students in managing health problems and concerns which interfere with classroom success.	Sandra Ing, Director, Specialized Student Services	747-4501, ext. 2665	Student Health Services	Local physicians Local medical lab	20% user fees, 80% general fund	Ongoing	Continue	Brochures	10

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Mt. Hood Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Dislocated Workers Project	Provides career assessment, career counseling, retraining, job search, and job placement to dislocated workers.	Pinky Dale, Director	252-0758	Adults	Oregon Emp. Div. Private Ind. Council Organized Labor	$1 million JTPA	N/A	Ongoing based on funding	Brochures	2, 7, 8, 12 15
Guided Studies	Assessing high risk students/mandatory testing and placement program	Marilyn Kennedy--Academic Progress Margaret Gratton--Classroom Research Karen Krelius	667-7368 667-7191 667-7374	Advising, Counseling		General Fund--ongoing	N/A	Expand to include PT credit students; implementing coordinated studies program	Brochures, written material	3,4,7
Head Start	A Social Services and Preschool Program for low income families.	Susan Brady	256-3436		AFS, CSD, Morrison Center East, Kerr Center, Mult. County Health, Early Intervention, Child Protective Services, CBO's Public Schools, ESD	$1,230,143, State and federal grants	N/A	Expansion	General information	9, 6, 7, 10 15

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Oregon AACJC/Kellog Beacon College Project
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Name of College: Mt. Hood Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Office Occupations	Prepares students for entry-level to mid-level clerical/office positions. Develops office skills as well as enhancing basic skills. Vocational rehabilitation.	Evilo Clarkson, Instructor	256-3430	Maywood Center	Vocational Rehab.	General fund	N/A	Continue or expand as needed or with student demand	Brochure	1, 4, 12, 15
Refugee ESL	Provide refugee students with basic literacy, survival English, vocational English and other basic skills that are needed to adjust to life in the U.S.	Richard Campbell, Program Coordinator	256-5463	Maywood Park		Grant, $52,000	9/31/91	To merge the refugee ESL program into the ABE/ESL program	Class schedules, fact sheet	8, 7
Steps to Success	Help welfare recipients transition back into the labor force.	Nan Poppe, Director	760-4007	Centennial, Mt. Hood Center	PCC, AFS, JTPA, Employment Div., Portland Public Schools, Job Corps, Parent/Child Services	$3.5 million, both state and federal	6/30/91--contingent upon funding	Expand day care and then parent programs	Brochure	1, 6, 7, 9, 10, 15

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Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Short Term Training	Assist welfare dependent student to achieve economic self-sufficiency by identifying career goals and placing into appropriate training opportunities.	Linda Nelson, Coordinator	256-3430	Maywood Center	JTPA, AFS	JTPA, $50,000	6/15/91	To continue with additional funds		1
Women in Transition	Helps single parents and displaced homemakers acquire the education and training needed to enter or transition back into the labor force.	Toni Partington, WIT Supervisor	760-4007	Centennial, Mt. Hood Center		$60,000, Carl Perkins; $60,000 General Fund	pending funding	Offer night programs	Brochure	4
Workplace Literacy	Upgrade literacy skills for workers at the worksite	Wayne Werbel	667-7429	Center for Economic Development	Organized Labor, NW Regional Educational Lab, Private Business and Industries	Grant	pending funding	search for continued funding		13, 15

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Name of College: Mt. Hood Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Youth Employability Support Services (Project YESS)	Assist low-income high school drop-outs with basic skills, GED, job readiness training, job search and placement, college exploration, support services.	Philip Dean, Project Director	667-7641	Maywood Park Center Programs	JTPA, Local School Districts	JTPA, $223,000	6/30/91	Maintain, integrate, expand	Brochure, video, prints	3, 7, 9, 10, 14
2 + 2	Design curriculum and articulate learning between US districts and college. 29 agreements so far.	Dr Jack Miller Dean, Vocational and Community Education	667-7313	Vocational and Community Education	All Mount Hood Community College district high schools			continued expansion	Videos, brochures in relevant areas	9
ABE/GED	Provide ABE/GED to MHCC members as needed	Ed McMahan	667-7116	Student Development	Inverness Jail, Mult. Corrections, Sandy H.S. (eves)	D.O.E. 92,600 + general fund	9/1-6/30 yearly	Expansion with demand	Brochure	1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Mt. Hood Community College

Project Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
SLIAG	Teaches ESL to legalized immigrants	Ed McMahon	667-7116	Student Development ABE/GED/ESL	St. Agnes Church, Catholic Family Services, Sandy High School, Welches High School, St Henery's Church, Local Nurserys, Vanport Mill	Grant	paid per term (approx. $40,000)	Expansion with demand or scale down		8, 7, 11, 13, 15

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Rogue Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Josephine County Jail	Adult Basic Ed., GED and High School Completion, Instruction to assist students to earn diploma	Margaret Cunningham, ABE Coordinator	479-5541	Developmental Studies	Josephine County Jail	General Fund & ABE Federal Grant Fund	N/A	Continue		7,8,10,11
"SLIAG" State Legislation Impact Grant	Assist participants in the naturalization program learn English speaking, reading and writing skills	Linda Stevenson, SSL Coordinator	482-3868	Developmental Studies	Fruit Growers League	Federal grant	Undeter-mined	Continue		7,8
Mentorship Program	Assist high school students with basic skills and work skills	Laurie Stevenson	479-5541	Developmental Studies	The Job Council, JTPA	JTPA funds				9

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Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Rogue Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Moving-on displaced homemaker single parent program	Designed to assist student and establish career direction and goals, enhance self-esteem and achieve self sufficiency	Serena St. Clair, Coordinator	479-5541, ext. 251	Counseling Department	Large Advisory Board, Various agencies represented	State, Federal: Carl Perkins Volter Grant general fund.	N/A	Build on existing program strengths	Video and brochures	2,4,6,7,12
Co-op for students with disabilities	Helps students obtain work experience in career field.	Dianne Foisy, Co-op Coordinator	479-5541	Student Employment Services	Vocational Rehab Employers	.5 grant funded	June or September 1991	Seek other funding	Brochure	3
Co-op for AFS JOBS	Helps students obtain work experience in career field.	Chuck Cook, Co-op Coordinator	535-7050	Student Employment Services	Job Council Employers, Adult and Family Services	.5 grant funded	September 1991	Seek other funding	Brochure	1

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15. Academically Disadvantaged Adults

Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Rogue Community College

Project/Program	Purpose/Major Activity	Contact Person/Title	Telephone	Dept. or Div.	External Partners Employers Agencies	How Funded $Amt.	End Date	Future Plans	Printed Material or Video Available	Interest Area
Professional Skills Training	Helps students obtain work experience in career field.	Tom Claussen, Co-op Coordinator	535-7050	Student Employment Services	Rehab Insurance Companies Employers	.5 grant funded	September 1991	Seeking fee reimburse-ment	Brochure	3
Skills Center Rogue Community College	Assess student needs, provide vocational counseling, resource and referral, advocacy, job development, life skills and life management. Assess employer needs. Develop training programs to meet employer needs for the community.	Judy D. Smith, Client Advocate Lee Merritt, Director Patty Zikry, Training Specialist	479-5541, ext. 301	Student Employment Services	Inn Between, Job Council, AFS, Inn Sight, Employment Division	Grant from State Lottery	June 1991	Refund and continue program	Brochure and forms	3,4, 7, 11, 12

Codes for Interest Areas:

1. AFS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age, Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
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Balancing Work and Family Seminars	Provide seminar of how to balance work and family life to employees and general public.	Marcia Evans	479-5541, ext. 297	Business & Industry	Job Council Mental Health Ext. Office	$11,000	June 30, 1991	Target more businesses and fewer open to the public. Continue parent fair open to the public.		
Oregon Child Care Initiative	Train and upgrade skills of child care providers, especially family day care.	Marcia Evans	479-5541, ext. 297	Business & Industry	The Job Council Ext. Office, Children's Services Division, USDA food programs	$32,000		Integrate into RCC		1,2,4
Adult and Family Services	Welfare Reform	Jerry Reed	479-5541	Business & Industry	Adult and Family Services, Employment Division, Job Council	Federal/State Grant $582,418	6/30/91	2 years continue	yes	

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TALN	Provide aid for those with disabilities access to assistive tech.	Bonnie Long	479-5541	Student Services		State grant	6/30	Continue through 3/93	No	
Technolog: Enhancement	Help disabled to overcome computer access barriers	Bonnie Long	479-5541	Student Services		$47,127 VRD grant	6/30	Open		
Handicapped Vocational Services	Provide vocational service to handicapped.	Bonnie Long	479-5541	Instruction Office		$20,911 state grant	6/30	Continue		

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Disadvantaged Vocational Service	Provide vocational service to disadvantaged	Bonnie Long	479-5541	Instruction Office		$38,533 state grant	6/30	Continued		
Josephine Building	Completion/remodel	Dave Jordan	479-5541	Admin. Services		Josephine County Commissioners Donation $192,000	Open	Drawings available upon request		

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JUL 12 1991